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ABSTRACT

This document is the Foreword, Preface, list of the English Textbook and Framework Implementation Committee, and Introduction of a larger document concerned with the English Teacher Specialist Program of the California State Department of Education. The Introduction provides background information, including a brief history of departmental activities in the realm of English education in recent years. The rationale that led to the development of the English Teacher Specialist Program is discussed, and specific program activities that have been carried out are described. Suggestions are made regarding ways in which the English Teacher Specialists might more effectively be used. (DB)

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English Teacher Specialists

for California Schools

Kindergarten Through Grade Twelve

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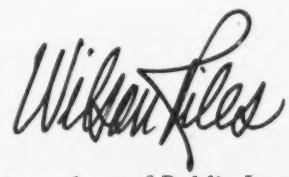
Foreword

Although change is constant in education, its tempo has increased during the past decade as a result of new developments, both in and out of the field of education. Technology has brought about an explosion of knowledge in all content areas. Disillusionment with overly traditional or regimented school systems is growing, and a demand for educational accountability is being felt. Social values are shifting. It has become more apparent than ever before that teachers must gain a better understanding of the educational needs of economically deprived children. A new appreciation is evident for educational objectives in the affective domain. The state textbook adoption program and the new curriculum frameworks periodically published by the state combine to keep school curricula in a state of change.

Because of these many elements of change, we have, as never before, a greater need to upgrade the competencies of our educators, especially those responsible for that broad core of the curriculum, the language arts. However, since there are so many teachers of the language arts in California, the task of helping them to update themselves professionally is a difficult challenge. The traditional routes to inservice education are not entirely adequate to this task because of the overwhelming number of teachers involved. New approaches need to be tried. One of these, a teacher-to-teacher approach to inservice education as exemplified in the experiment known as the English Teacher Specialist Program, is described in this publication.

Because of its immediacy and eminent practicality, the English Teacher Specialist Program has already shown considerable promise. A great many of the teachers listed in the following pages have already served extensively as inservice education leaders. However, if the program is to continue to have impact, it requires the support of leaders in local education agencies. The state can only try to foster

the development of meaningful inservice education programs; the real work must be done locally. It is my hope that this directory will be useful to those in local education agencies who have responsibility for inservice education programs.



Superintendent of Public Instruction

Preface

This publication is an expanded version of a similar document, entitled *California's English Teacher Specialists,* which was published by this Department early in 1970. As was true for the earlier document, the purpose of this publication is to focus attention upon a unique approach to inservice education, the English Teacher Specialist Program, and to facilitate the implementation of this program throughout the state. It is considerably longer than the earlier document because of the addition of the names and personal annotations of the members of a new cadre of teachers who have been included in the program and also because of the addition of two indexes.

The introduction to this document is intended to provide background information. It includes a brief history of departmental activities in the realm of English education in recent years, the rationale which led to the development of the English Teacher Specialist Program, specific activities that have been carried on under this program, and suggestions regarding ways in which the English Teacher Specialists might most effectively be used. The main body of the document consists of a directory, which provides brief but pertinent information about each of the teachers involved in this program and lists them alphabetically by geographical areas in the state. The appendix supplies additional information regarding matters referred to earlier in the document. The index is intended to facilitate the selection of English Teacher Specialists for specific inservice education tasks.

We in the Department of Education have been delighted with the support this program has received throughout the state. We are particularly indebted to administrators in the schools and districts from which these teachers have come for their willingness to release these teachers to attend training sessions and to carry on inservice

education programs outside of their own districts. We should also like to thank the leaders of the California Association of Teachers of English, officials in local education agencies, and a large number of persons from this state's universities and colleges for the excellent job they have done in planning workshops, conferences, and inservice training programs in which the services of these teachers have been effectively used. We are grateful for the fine services provided by the speakers and the group leaders during the training sessions these teachers attended while preparing for their new roles. We deeply appreciate the help provided by the members of the English Textbook and Framework Implementation Committee in planning and carrying out this program. The observers who attended the training sessions for these teachers provided valuable advice and helped to spread the word about this new program, for which we are very much obliged.

A number of individuals have given extensively of their time and energy in behalf of this program, and most conspicuous among these have been H. Hartley Hillsen, who served as chairman of the English Textbook and Implementation Committee; Mrs. E. Joanne Dale, Marie Dickinson, Mrs. Barbah Lea Johnson, Sophie Schnitter, Mrs. Violet Tallman, and John Walters, who have provided exemplary leadership in support of this program within their respective county superintendents' offices; Helen Strickland, who provided particular assistance in planning and organizing this program; Barbara Hartsig, who helped to plan and organize the training session attended by representatives of all of the teacher preparatory institutions in the state; Nolan Noble, who led efforts to make the program better known in the state; and Everett O'Rourke, who assisted in the preparation of a program evaluation report. We thank Jack H. Stoltz of the Office of the Santa Barbara County Superintendent of Schools and Thomas O'Connor of the Office of the Monterey County Superintendent of Schools for lending audiovisual equipment and for consulting with interested teachers during the training sessions.

We appreciate the extensive support provided this program by the State Steering Committee on Publications and Curriculum.

Finally, we should like to acknowledge the cooperation provided by the several statewide educational organizations which cosponsored 26 regional meetings during the spring of 1969 to announce this program throughout the state. Included among these were the California Association of County Superintendents of Schools and Staff, California Association of School Administrators, California

Association of Secondary School Administrators, California Elementary School Administrators Association, California Association for Supervision and Curriculum Development, California School Boards Association, and the California Association of Teachers of English.

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H. GLENN DAVIS
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MITCHELL L. VOYDAT
Chief, Bureau of Elementary and Secondary Education

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Walter A. Eagan, Sonoma County Superintendent of Schools, Santa Rosa (Former committee chairman)

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Robert E. Palazzi, Chairman, English Department, Burlingame High School (President, California Association of Teachers of English, 1968-1970)

Leo Ruth, Supervisor of Secondary Education (English), University of California, Berkeley

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Alice Scofield, Professor of Secondary Education and English, San Jose State College (Former member of California Advisory Committee for an English Framework)

Mrs. Virginia Shattuck, Teacher, Intermediate Level, Merced City Elementary School District

Mrs. Elaine H. Stowe, Program Specialist, Language Arts, Sacramento City Unified School District (Former chairman of Committee on English and Related Subjects, California Curriculum Commission, and former member of California Advisory Committee for an English Framework)

Helen Strickland, Consultant, Secondary Education, Director of Area III English Project, Office of the Placer County Superintendent of Schools, Auburn (Chairman of the Committee on English and Related Subjects, California Curriculum Commission)

Mrs. Anne G. von der Mehden, Secondary English Teacher, Grossmont Union High School District, Spring Valley (Served on the Board of Directors of the California Association of Teachers of English for five years)

Francis W. Watson, Principal, Fair Oaks Elementary School, Redwood City Elementary School District (Chairman, California Elementary School Administrators Association Curriculum Commission)

Ruth Overfield, Consultant in Reading, Bureau of Elementary and Secondary Education, California State Department of Education, Sacramento (Former member of California Advisory Committee for an English Framework)

George F. Nemetz, Consultant in English, Bureau of Elementary and Secondary Education, California State Department of Education, Sacramento (Project coordinator)

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Asilomar Conference Grounds in Pacific Grove – a retreat of rustic beauty

INTRODUCTION

"The teacher of English, by liberating the imaginations of students through literary experiences and by helping to develop their linguistic abilities, is probably the greatest single force for the preservation of humanistic values in our technocratic society," wrote Michael F. Shugrue in his review and assessment of the innovations in the teaching and learning of English in the decade since 1958.[1]

In its report on the state of the profession in 1964, the Committee on National Interest of the National Council of Teachers of English concluded:

> Despite the importance of English in the total instructional program, in no other major subject . . . has so little been done to provide for the continuing education of teachers. No matter how sound the course of study in English, no matter how improved the textbooks, no matter how bright the students, the programs in English will be no better than the teachers who direct them. This report presents clear-cut evidence that the majority of today's elementary teachers and secondary teachers of English are not adequately prepared in the subject. The need for concerted national, state, and local efforts to improve the continuing education of teachers in English has never been so evident.[2]

The California State Department of Education in 1968 published a basic statement of principles and general guidelines for English instruction and curriculum entitled *English Language Framework for California Public Schools, Kindergarten Through Grade Twelve.* In the published framework, the committee emphasized the need for continuing inservice education of teachers:

> Degree and credential programs cannot complete the education of any teacher. Effective implementation of this Framework will necessitate inservice education now for teachers at all levels, and further developments in

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[1] Michael F. Shugrue, *English in a Decade of Change.* New York: Western Publishing Co. (Pegasus), 1968, p. 85.

[2] *The National Interest and the Continuing Education of Teachers of English.* Prepared by the Committee on National Interest. Champaign, Ill.: National Council of Teachers of English, 1964, p. 178.

the discipline, the learning process, and curriculum structure will continue to demand such training in forms that lead to changed teacher behavior in the classroom.[3]

Department of Education Provides Leadership

In the light of pronouncements like the ones just cited, officials in the California State Department of Education in 1968 decided to try to provide more leadership to local education agencies in their attempts to implement the Framework in classroom teaching. Inservice education was an obvious next step, since many of the positions taken in the document represented substantial departures from what was then current practice. However, the task appeared to be formidable. There were well over 100,000 teachers of the language arts in California. How such a vast number of teachers could obtain the inservice education they needed to cope with inducements to implement the suggestions in the Framework was a difficult problem. It seemed unlikely that the colleges and universities of this state could hope to provide all of the necessary and appropriate coursework for these legions of teachers. Furthermore, new developments in English education were occurring and continue to occur at a rapid tempo. It is clear that the need for inservice education has become constant and ongoing; no matter how massive the effort, no single short-term program will suffice. As new textbooks are adopted and as new content and new teaching approaches emerge in the field of English education, the need for inservice education will become more and more an ever present concern.

Faced with this problem, the California State Department of Education, in cooperation with the State Steering Committee of the California Association of County School Superintendents, appointed a committee of distinguished California educators and asked for their assistance in developing possible courses of action. Known as the California English Textbook and Framework Implementation Committee, this group, together with Department personnel, began to develop a program that would make use of a teacher-to-teacher approach to inservice education. It was thought that since there were not enough county and district supervisors or college and university

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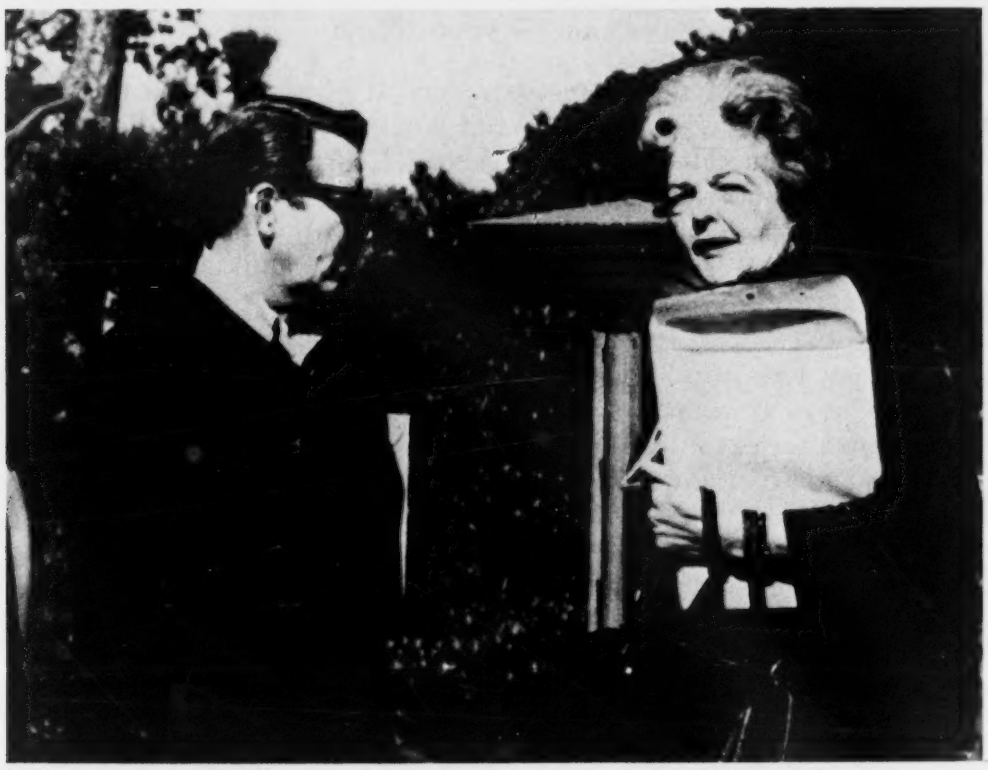
[3]*English Language Framework for California Public Schools, Kindergarten Through Grade Twelve.* Prepared for the California State Board of Education and the California State Curriculum Commission by the California Advisory Committee for an English Language Framework. Sacramento: California State Department of Education, 1968, p. 52.

faculty members to provide for the emerging needs for inservice education, perhaps a statewide program could be developed to afford interested teachers the opportunity to update themselves professionally by drawing upon a relatively untapped resource – the knowledge and experience of highly informed and skilled peers. It was agreed also that in a number of skill and knowledge areas, no one could provide teachers with more meaningful and practical assistance than their more outstanding colleagues. A proposal to marshal the talents in the profession and to bring them to bear on the issues of inservice education eventuated.

Department Asks for Nominations of Specialists

The effort to implement the proposal began in August, 1968, when letters of solicitation were sent to county and district superintendents of schools and to acknowledged leaders in English education in California; they were given a brief description of the program that was envisioned and were invited to nominate outstanding teachers of English at grades one through twelve who might serve their peers as inservice education leaders. Specifically,



James R. Gray, University of California, Berkeley, chats with Virginia Reid, Oakland, an observer. Mr. Gray was one of seven consultants who served as small-group leaders.

they were informed that during the program, specialized intensive training would be provided to carefully selected groups of outstanding language arts teachers representing all grade levels – kindergarten through grade twelve – and all regions of the state. The group was to be known as "State Department of Education English Teacher Specialists." As specified in the letters of solicitation, it was to be comprised of:

> . . . teachers whose qualifications combine (1) recognized excellence as classroom teachers; (2) a high degree of competency in the field of English education, particularly in regard to the more recent developments; (3) some experience in a professional leadership capacity; and (4) the ability, either proven or highly potential, to relate well with peers in workshop situations.

The response to the solicitation was most gratifying; nearly 1,000 teachers were nominated. Making selections from among so many outstanding candidates proved to be a trying task. A special selection committee finally completed its work, however, and some 110 teachers were chosen as members of the first cadre.

Training Sessions Begin

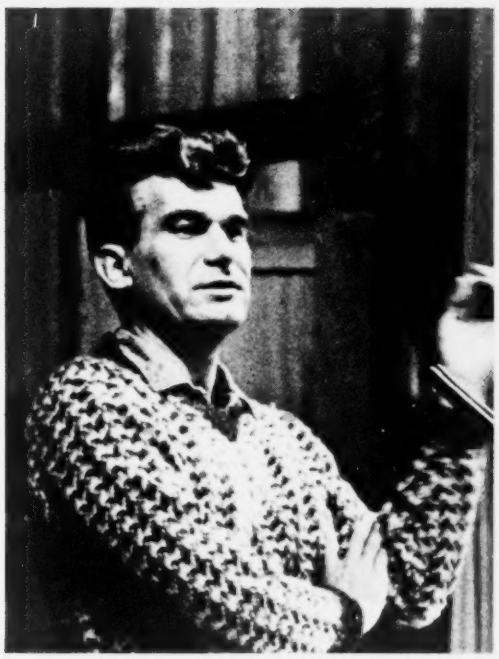
Next, a group of six people experienced in teacher education was formed to serve as consultants and small-group leaders during the training program. These included James R. Gray of the University of California at Berkeley, Helen Lodge of San Fernando Valley State College, Leo Ruth of the University of California at Berkeley, Alice Scofield of San Jose State College, Helen Strickland of the Office of the Placer County Superintendent of Schools, and William G. Stryker, now of San Fernando Valley State College. Several five-day training sessions were planned, and the first was held in November, 1968. The site chosen was the Asilomar Conference Grounds, a well-known retreat in Pacific Grove, California.

During the planning, the obvious question emerged as to whether or not so short a period of training as was envisioned could produce any significant results. Reasoning, however, that such an outstanding group of teachers would require relatively little additional preparation for their new roles and that because of their composite of abilities, they could quickly learn a great deal from one another, the committee proceeded to plan specific short-term training activities. Intensive sessions were designed not only to provide the participants with learning experiences in the content areas of English but also to prepare them for the give and take of working with

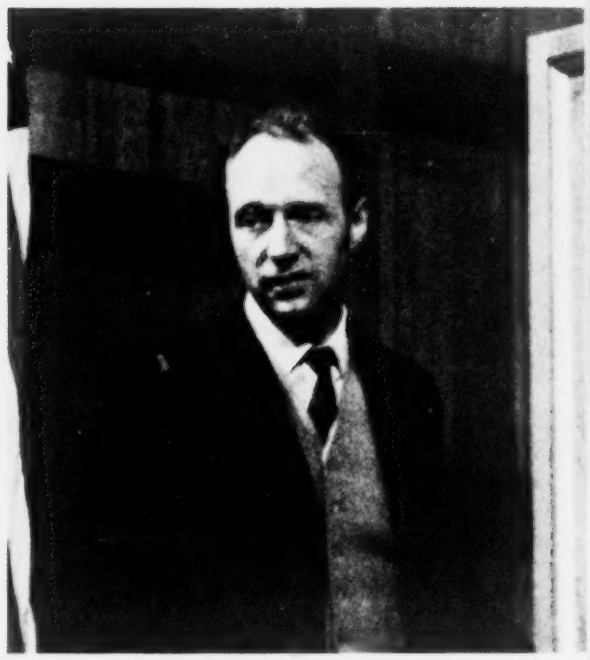
Helen Lodge, San Fernando Valley State College, was another consultant.

teachers in the field where, it was hoped, they would serve as educational change agents. The participants were divided into groups of approximately 20 and assigned to consultants or small-group leaders.

On a typical day during the training sessions, they attended a large-group session, listening and responding to a major speaker. They spent the bulk of their time, however, in small-group sessions reacting to the speakers, exchanging ideas, learning of new developments in the field of English from their peers and the group leaders, becoming aware of appropriate readings, and what was perhaps most important, making brief presentations of an inservice nature to which colleagues in the group might react with praise or constructive criticism. They were also given time to browse in a temporary library of pertinent publications that was set up on the grounds, to engage in individual study, and to view pertinent films that had been carefully selected. Because the days were so full and the program so intense, it was necessary to schedule several breaks during the course of each day to allow time for contemplation and relaxation. It was at these moments that the rustic beauty of Asilomar was so much appreciated. The surroundings were indeed helpful to the success of the program.



James Moffett, an authority in English education, addresses members of the first cadre.



Andrew M. Wilkinson, University of Birmingham, England, speaks at a training session.

Distinguished Speakers Serve as Catalysts

Although the most important learning at these training sessions probably took place during the small-group sessions, the distinguished speakers who appeared during the large-group sessions performed an important service as catalysts for thought, discussion, and reading. In the selection of speakers, an attempt was made to avoid duplication by finding spokesmen for several of the emerging and sometimes divergent views evident in English education circles.

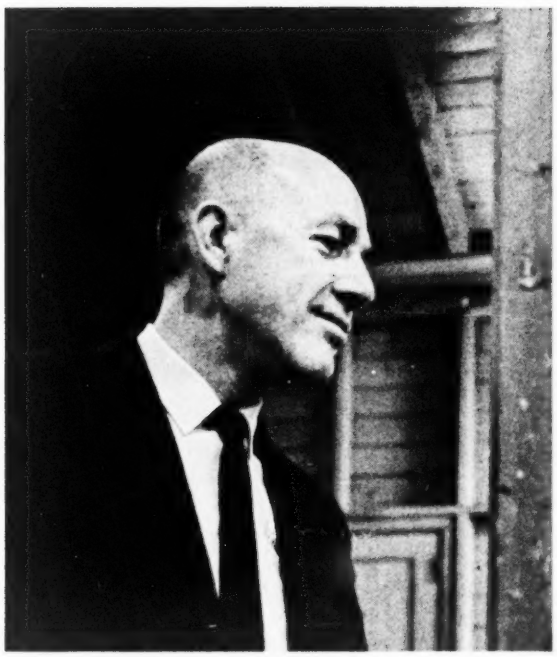
The speakers for the first cadre of teachers trained under this program represented a wide array of talent. John O. Regan, an anthropologist-linguist from the Claremont Graduate School, spoke on the subject of language development, and Wallace W. Douglas of Northwestern University spoke on rhetoric and composition. Author James Moffett spoke on a subject fairly synonymous with the title of his important book, *A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers.* W. Ross Winterowd of the University of Southern California spoke on grammar and rhetoric. Andrew M. Wilkinson of the University of Birmingham, England, discussed the primacy of speaking and listening activities in language arts programs, and Geoffrey Summerfield of the University of York,

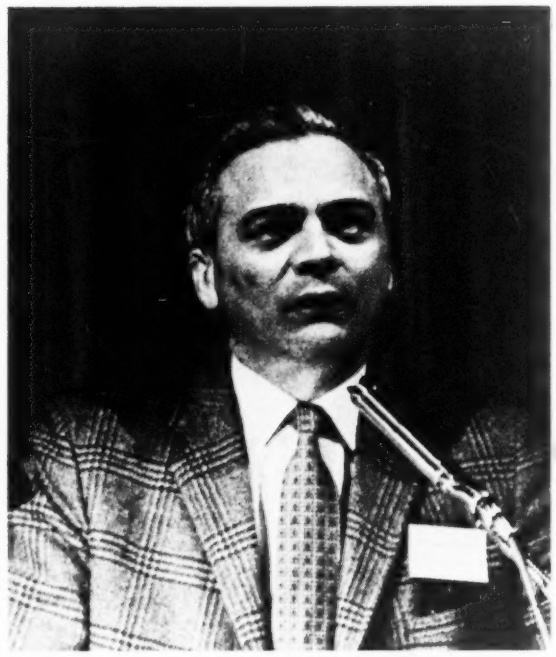
England, demonstrated ways in which the study of poetry might become an exciting activity for young people. Another of the outstanding speakers was Ruth G. Strickland of Indiana University, who discussed the trends and issues in elementary English. Robert P. Stockwell, Chairman of the Department of Linguistics at the University of California at Los Angeles, covered some fine points of grammatical analysis. Kenneth Johnson, currently of the University of California at Berkeley, explored the nonstandard Negro dialect and its implications for teaching, and Eddie Hanson, Consultant in English as a Second Language for the California State Department of Education, suggested approaches to the teaching of English to Mexican-American youth. Author John Holt, perhaps best known for his important book entitled *How Children Fail,* made a number of observations about the failure of overly traditional English programs in the schools of this nation.

Group Members Learn from One Another

During these training sessions, a deliberate mixing of elementary and high school teachers was established so that members of each group could become more knowledgeable about curricula and teaching approaches appropriate at all grade levels. These experiences

John Holt (right), author of *How Children Fail,* discusses his presentation during a coffee break.





seemed to be particularly valuable for the high school teachers, so many of whom tend to be unfamiliar with teaching strategies and content appropriate at the elementary level. In turn, the elementary teachers in the group were quick to broaden their understanding of major content areas and to perceive new ways in which this understanding might be reflected in their teaching. This learning from each other persisted outside the structured program as intense discussion continued on into coffee and meal breaks. Despite their brevity, these experiences seemed to stimulate avid reading, and conspicuous intellectual growth was evident among the participants. In one way or another, it was the catalytic nature of the activities during the training sessions that seemed to spur the participants to new endeavors and to help them discover new worlds, new vistas, and new vantage points. For them, the world of English teaching would never again be quite the same.

Administrators Attend Sessions as Observers

When the training sessions were planned, it was thought that representatives of county superintendents' offices and large school districts in the state ought to be present as observers during the training sessions so that administrators could gain insight regarding the effective use of these teachers later in the school districts. A list

(Opposite, left) William Stryker, San Fernando Valley State College, was another consultant and small-group leader.

(Right) George Nemetz, California State Department of Education, opens one of the training sessions.

Alice Scofield, San Jose State College, was a consultant and an adviser to the program

of names was developed, invitations were sent, and approximately 50 of these people accepted the bids and attended the training sessions as observers, occasionally meeting in small groups themselves to discuss ways in which the services of these teachers might best be implemented.

The decision to invite these observers to the training sessions was fortunate. Already experienced in the development and operation of inservice education programs, they were quick to perceive the best ways in which the talents of the English Teacher Specialists might be employed. Since the aims of the program would have been largely defeated if the skills of these teachers had gone relatively unused outside their own districts, the suggestions and the contributions of these observers were particularly helpful. (Those who served as observers are listed in Appendix A to this publication.)

Perceiving that school board members and many administrators of local education agencies might need to be convinced of the pressing necessity for inservice education programs in general and of the efficacy of the English Teacher Specialist Program in particular, these observers, together with representatives of a number of statewide educational organizations, planned and carried out some 26 regional meetings. Held throughout the state in the spring of 1969, these

meetings were attended by approximately 1,500 people, including many elementary and high school administrators and some school board members and school district and county superintendents. A number of the English Teacher Specialists were called upon to provide brief demonstrations at these meetings and to explain the English Teacher Specialist Program and its raison d'être. A most significant by-product of this total effort was the cooperative endeavor that the planning and staging of these regional meetings seemed to evoke from the many disparate organizations and governmental units involved. By working together, they helped to inaugurate the infant program in the field.

It was made clear during these regional meetings that the intent of the state in this program was to foster the development of inservice education for teachers of English, not to interfere with personal and school district decision making. The English Teacher Specialists and their administrators were informed that probably most inservice education programs would be conducted outside of school hours. However, on those occasions when the specialists would need to be released from classroom duties in order to conduct inservice education programs in another school district or office of a county superintendent of schools, the question of substitute pay was a matter to be worked out locally; the state would not involve itself in such negotiations. It was also pointed out that the specialists were in

Helen Strickland, Office of the Placer County Superintendent of Schools, was one of the consultants and a program adviser.

Leo Ruth, University of California, Berkeley, speaks at a large-group session.

no way required by the state to comply with requests for their services. If inquiring agencies were unwilling or unable to help cover possible travel and substitute costs, the specialists were, of course, free to decline requests for their services.

Leaders in English Education Attend Final Session

The final training session for the first cadre of teachers trained under this program was held in November, 1969, and was cosponsored by the Department of Education and the California Council on the Education of Teachers. It was decided to broaden the nature of this session by inviting representatives from the English and the education departments of all of the teacher preparatory institutions in the state. The selection of these representatives was accomplished with the help of the chancellors and presidents of these institutions. Well over 100 of these college and university faculty members, who included some of California's most distinguished leaders in English education, attended the session, and lively interchange occurred during both large- and small-group meetings. (A list of these representatives is included in Appendix B.)

Conference planners consciously included in each small group representatives of both the English and the education departments of the colleges and universities and English Teacher Specialists at both the elementary and secondary levels. The observers from school

Eddie Hanson, formerly with the California State Department of Education, discusses approaches on teaching Mexican-American youth.

districts and offices of county superintendents of schools also joined groups. As was expected, this mix produced spirited dialogue at first, but as participants became better acquainted, they became more fully aware of how their varying vantage points often led to misunderstandings, and enlightening discussion began to emerge.

Among the major speakers who helped to spark discussion and thinking at this conference were Robert Hogan, Executive Secretary of the National Council of Teachers of English; Karl Openshaw, Dean of the School of Education at Sacramento State College; Miles Myers, a particularly articulate member of the English Teacher Specialist cadre; Kent Gill, a classroom teacher from the Davis Joint Unified School District who had recently completed a fellowship year at Harvard, which included visits to schools in Great Britain; William Glasser, a leading psychiatrist perhaps best known for his two recent books, *Reality Therapy* and *Schools Without Failure;* Alan M. Hollingsworth, experimentally inclined chairman of the English Department at Michigan State University; and Edmond J. Farrell of the University of California and currently Assistant Executive Secretary, National Council of Teachers of English, who provided provocative vistas regarding the future of English education. From all reports, this training session quickened statewide interest in

improved programs for both the preservice and inservice education of teachers of English.

Evaluation Shows Success of Program

The members of the first cadre of English Teacher Specialists were extensively used in inservice education programs throughout the state even before the completion of their training sessions. An evaluative study of the efficacy of the program was completed by the State Department of Education in late 1969. It indicated that a great many members of the first cadre had successfully carried out inservice education assignments and that the teacher-to-teacher approach did seem to have considerable merit. Indeed, these teachers had touched the professional lives of literally thousands of other teachers and, in the collective opinion of those who had called upon them for their services, most of them had performed very well indeed in their new roles.

Kent Gill, Davis Joint Unified School District, works with his group.

Second Cadre of English Teacher Specialists is Formed

Accordingly, it was decided that a new cadre of teachers would be selected and trained to augment the efforts of the first group of teachers, many of whom were already overextended by the demand for their services. The selection process was similar to that used in choosing the teachers for the first cadre except that it was decided to limit this cadre to language arts teachers who taught kindergarten through grade nine only. This decision was occasioned by the fact that most of the teachers in the first cadre taught at the senior high school level while most requests for help with inservice education programs were coming from those who had elementary and junior high school teachers in mind.

The selection process was completed, and 140 members of the second cadre were given training in several sessions during 1970. It was significant that these training sessions were carried on despite the fact that the state was unable to fund them to the same extent as in the past. A measure of the local support for this program was revealed when a number of local education agencies provided

Geoffrey Summerfield, from the University of York, England, relaxes after addressing members of the second cadre.

financial assistance which, when added to the state's funds, helped to make it possible to stage the training sessions for the new cadre. For those who were responsible for the program, it was a most gratifying development.

The training sessions for the teachers in the second cadre were similar to those held earlier except that they more fully reflected the orientation of elementary and junior high school language arts teachers. Because the second cadre was larger than the first, an additional group leader was retained – Kent Gill, who had served previously as a speaker.

Several of the speakers who had appeared before the first cadre of teachers were also invited to speak to the teachers in the second cadre. These included James Moffett, Geoffrey Summerfield, Ruth Strickland, Edward Hanson, Miles Myers, and also Mr. Gill. Other distinguished speakers also appeared at the sessions for the second cadre. Walter Loban of the University of California at Berkeley emphasized the importance of appealing to the emotions of students in language arts teaching. Helen Lodge of San Fernando Valley State College discussed the teaching of language. John Yockey and Mrs. Nancy (Delaney) McHugh, members of the first cadre of English Teacher Specialists, demonstrated improvisational drama as a teaching technique, and William Tikunoff, another member of the first cadre and currently on the staff at the University of Southern California, spoke on teaching techniques for the open classroom. Richard Chase, well-known author, spoke on the art of story telling, and James Squire, Editor-in-Chief of Ginn and Company and former Executive Secretary of the National Council of Teachers of English, discussed the problems of accountability in English education. Pat Lindquist of the United States International University explored student-centered approaches to the teaching of the language arts, and Elizabeth Watson, an exchange teacher from Great Britain, discussed the British Infant School and similar new educational movements in the schools of her land.

Specialists Serve in Many Capacities

As was true for those in the first cadre, the teachers in the second cadre were prepared to serve in their own and other school districts and also in university and college extension divisions as inservice education leaders and educational change agents. Under this rubric, teachers in both cadres have already participated in a great variety of activities intended to improve language arts education. In addition to making presentations and performing teaching demonstrations in

William Tikunoff, University of Southern California, discusses teaching techniques for the open classroom at one of the sessions.

Elizabeth Watson, an exchange teacher from Great Britain, describes new educational movements that have emerged in her homeland.

school districts and offices of county superintendents of schools, teachers in the two cadres have:

1. Assisted curriculum committees in school districts to plan, develop, and implement new language arts curricula
2. Served on county committees working on teaching guides and similar publications
3. Taught singly and in teams for college and university extension divisions
4. Appeared on the programs of various educational conferences and conventions
5. Appeared on video-taped sequences of demonstration teaching
6. Written articles which have been published in education journals
7. Assumed leadership roles in organizations of English and reading teachers
8. Authored or coauthored several publications

The vast majority of the teachers in the two cadres have continued with their classroom teaching, only occasionally serving in these new capacities during nonteaching hours or on a released-time basis.

Those who wish to make similar use of the services these teachers can provide are invited to negotiate with them directly. They are also

urged to make careful plans to ensure that the teachers can be effective when providing services. Program chairmen, in particular, will have prime responsibility for the success of undertakings to which English Teacher Specialists are asked to contribute. In the absence of careful planning and adequate communication on the part of those who develop inservice education programs, even the best efforts of the English Teacher Specialists will largely be negated. If the specialists are given adequate notice and know the needs and the aspirations of the members of their audiences, they are much more likely to proceed with confidence and to be successful with their assignments.

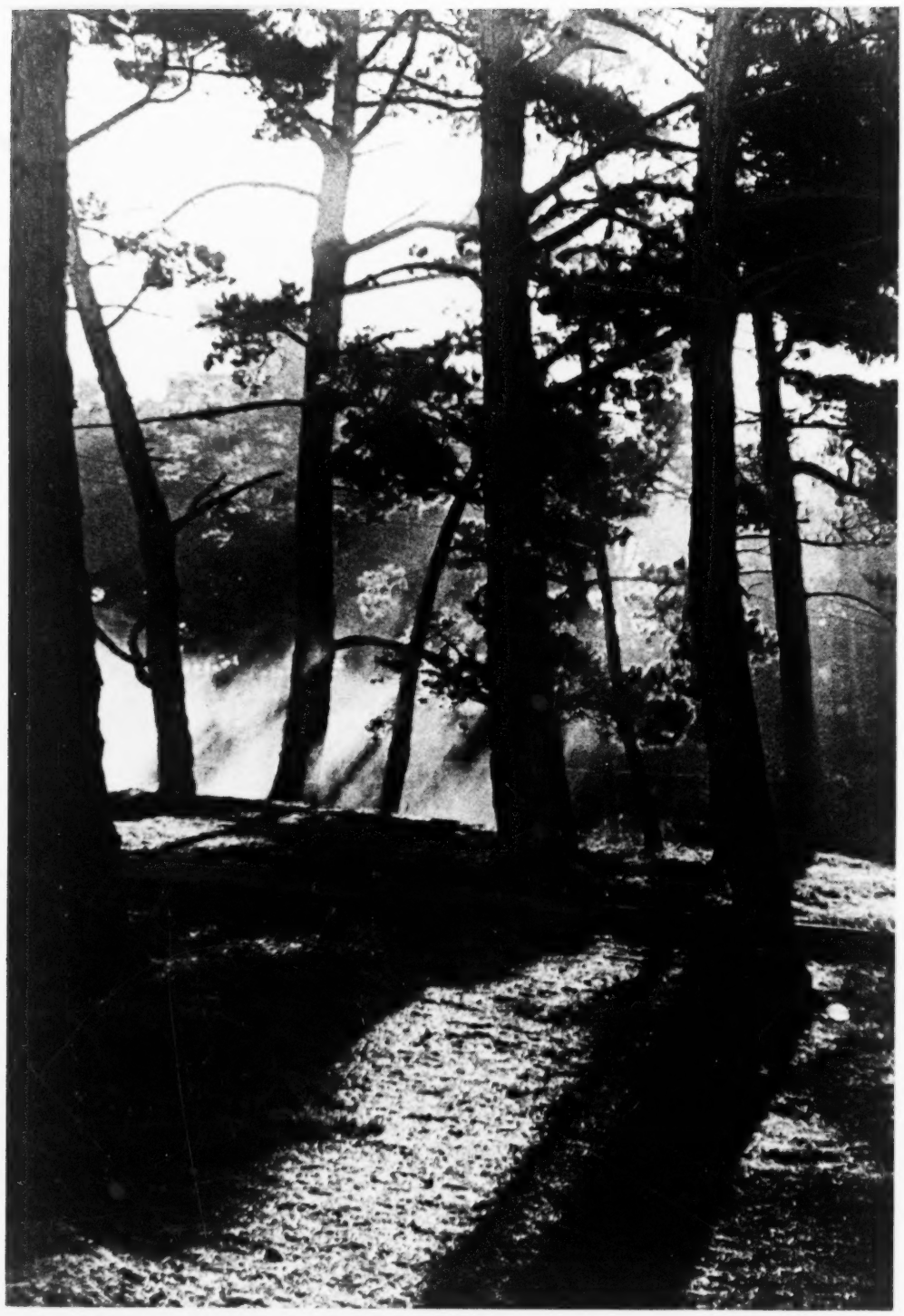
Prospective program chairmen are also urged to develop ongoing inservice education programs and not to limit their planning to fleeting workshops. Single, short meetings, like those usually held prior to the opening of school in the fall, obviously can have value. A carefully planned, but relatively brief session, can stimulate teachers to further reading and experimentation. But the depth and breadth of many of the new developments in English education require more than this. Too frequently, typical inservice education programs tend to be ephemeral. Something more on the order of short courses replete with readings and demonstrations seems necessary if teachers are to assimilate the new content and the new teaching approaches that are emerging in the field. The English Teacher Specialists are prepared to engage in such programs – either singly or in teams. Prospective program chairmen are urged especially to consider the latter. By judiciously selecting from among the specialists, keeping constantly in mind their individual strengths, program directors can bring a composite of talents to bear on the unique needs of the teachers in a particular area.

It is our hope that this directory will help to foster the effective use of the English Teacher Specialists. Each specialist was asked to assist in the preparation of this document by writing his own annotation, by means of which he was to try to reveal the type of inservice education activities he is best prepared to offer. Although brief, these statements provide at least some insight as to areas of strength; further information can quickly be obtained by corresponding directly with individuals on the list. For convenience, these lists have been arranged by area in the state, and an index has been provided to simplify the task of finding teachers with certain specialties. We who have been involved in this program would particularly welcome comments and suggestions regarding its operation and earnestly solicit the support of California's educators for this experiment in continuing education.

Asilomar

Conference for English Specialists
California

Light laces through cedars
dappling the patio.
The squirrel flourishes
his plume and talks back, while
a blue jay racks his complaint and
below, the talkers talk
and the leaders lead
the dissenters dissent
and repent and the martyrs bleed.



Above it all –
up there where planes
and deity contend –
someone or something
is about to have
the next-to-the-last
word.

B. Jo Kinnick